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ABSTRACT

This instructor's manual and student learning guide comprise a module on medical asepsis for a secondary-level health occupations program. The six activities in the module cover medical asepsis terms; ways organisms spread; types of medical asepsis; aseptic equipment care; proper handwashing; and procedures for using masks, gloves, and gowns. Material and information provided in the instructor's manual include the course overview, a list of student goals, a list of instructional objectives, activity implementation (activity description, required materials, preparation prior to class, followup activities), an answer key to checkpoints for evaluation, and a list of the required duplication masters, copies of which are included. The student learning activity guide contains this material for each activity: introduction, a list of student goals, directions for completion of the module, a list of required materials, and programmed texts for each of the instructional objectives and activities. In the programmed text, the steps involved in completing the instructional objectives are depicted in simple pictures with brief explanations of the procedures shown. Occupational descriptions are appended. (YLB)

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ED223804

HEALTH OCCUPATIONS – MEDICAL ASEPSIS

Kit No. 302

INSTRUCTOR'S MANUAL

STUDENT LEARNING ACTIVITY GUIDE

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

CE034248

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Prepared by
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1982

TITLE OF ACTIVITY

Kit No. 302, Health Occupations – Medical Asepsis

A. Medical Asepsis Terms
B. Ways Organisms Spread
C. Types of Medical Asepsis
D. Aseptic Care of Equipment
E. Proper Handwashing
F. Procedures for Mask, Gloves, and Gown

DURATION

A. Medical Asepsis Terms
B. Ways Organisms Spread – 1 class period
C. Types of Medical Asepsis
D. Asepsis Care of Equipment – 1 class period
E. Proper Handwashing
F. Procedures for Mask, Gloves, and Gown – 1 class period

GOALS

The student will be able to match words and terms associated with medical asepsis.

The student will understand the ways organisms are spread.

The student will understand the different types of medical asepsis.

The student will know the rules for aseptic care of equipment.

The student will use proper handwashing techniques.

The student will put on and remove mask, gloves, and gown without contamination.

INSTRUCTIONAL OBJECTIVES

Each student will accurately match 16 terms associated with medical asepsis to their correct definitions.

Each student will identify 5 ways organisms are spread.

Each student will accurately match 3 types of medical asepsis to their correct definitions.

Each student will complete 5 rules for aseptic care of equipment.

Each student will demonstrate proper handwashing.

Each student will put on and remove mask, gloves, and gown without breaking sterile technique.

ACTIVITY IMPLEMENTATION

A. Activity Description

This module is divided into 6 learning activities that a medical assistant should know about medical asepsis. After completion of this module, the student should be able to match terms associated with medical asepsis, list ways organisms are spread, and list rules for aseptic care of equipment. The student will use proper handwashing technique, and put on and remove mask, gloves, and gown without breaking sterile rules.

Filmstrips

"Principles of Isolation Techniques"
"Medical Asepsis"

Trainex Corporation
P.O. Box 116
Garden Grove, CA 92642

B. Materials

1. Audio Visual Equipment
   Filmstrip projector
   Cassette player

2. Technical Equipment
   None

3. Expendable Materials
   One for each student
   Disposable gloves
   Disposable masks
   Disposable gown

   Running water
   Soap dispenser
   Hand scrub brushes
   Paper towels
   Large plastic bag
   Antiseptic dispenser

C. Preparation Prior to Class

Read through the Student Activity Guide to become acquainted with the tasks involved.

Reproduce Student Check Sheet V and the check point sheets for the students.

Have the students make a "Isolation" sign to be used on the door during Objective 6.

At each desk or work area place the following materials.

Student Activity Guide
Disposable mask
Disposable gloves
Disposable gown

D. Follow-Up Activities

Have each student complete a VIEW Fact Sheet.

ANSWER KEY

Check Point No. I

1. Q
2. P
3. O
4. N
5. M
6. A
7. B
8. C
9. D
10. E
11. L
12. K
13. F
14. G
15. H
16. I
17. J

Check Point No. II
(Answers do not have to be in this order)

1. Hospital equipment to patient
2. Hospital equipment to worker
3. Patient to patient
4. Patient to worker
5. Worker to patient
6. Worker to worker

Check Point No. III

1. B
2. A
3. C

Check Point No. IV

1. Throw away or discard
2. Clean or sterilize
3. Sterilize
4. Dry
5. Waste

Check Point No. V

1. A
2. D
3. D
4. D
5. the fingers
6. medical asepsis
7. B
8. A
9. B
10. C

Check Point No. VIII

1. Yes
2. Yes
3. Yes
4. Yes
5. No
6. Yes
7. Yes
8. Yes

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Student Check Sheet
Check Point No. I
Objective II
Check Point No. III
Check Point No. IV
Check Point No. V
Check Point No. VIII

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

STUDENT CHECK SHEET

Check Point No. I

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Check Point No. II

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Check Point No. III

1. _____
2. _____
3. _____

Check Point No. IV

1. _____
2. _____
3. _____
4. _____
5. _____

Check Point No. V

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Check Point No. VI _____

Check Point No. VII _____

Check Point No. VIII

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Check Point No. I

Match the following words and terms in Column A with their definitions in Column B. Write your answers on your Student Check Sheet, Check Point I.

Column A	Column B
1. Spread	A. Use once and throw away
2. Cut	B. Rubbing with effort
3. Lesions	C. One who has germs within his/her body; may not show any signs of being sick
4. Isolation	D. Source from which disease or infection spreads
5. Toxin	E. Person being taken care of by a medical worker
6. Disposable	F. Germs in the body
7. Friction	G. Free from germs
8. Carrier	H. Containing germs
9. Germs	I. Term used to describe steps to keep germs from spreading from one person to another
10. Patient	J. Unclean; unsterile; has been exposed to germs
11. Bacteria	K. Make free from germs; may have been cleaned with chemicals
12. Disinfected or sterilized	L. Some are disease producing
13. Infection	M. A poison
14. Clean	N. Limited contact with people; medical assistant must take special care when helping the isolated patient
15. Contagious	O. Damage of tissue or organs due to injury
16. Medical asepsis	P. Hurt or opening in the skin
17. Contaminated	Q. To scatter; to distribute

Check Point No. III

Match the type of medical asepsis in Column A with its definition in Column B. Write your answers on your Student Check Sheet, Check Point No. III.

Column A	Column B
1. Aseptic technique	A. Used when a patient has very low resistance, large wounds, lesions, or may have suffered extensive burns
2. Reverse or protective isolation	B. Used in all general health care
3. Isolation	C. Used when there is infection or a contagious disease

Check Point No. IV

Fill in the blanks with the correct word to complete each statement. Write your answers on your Student Check Sheet, Check Point No. IV.

1. _____ disposable articles in a safe way.
2. _____ and disinfect washable articles thoroughly between uses.
3. Scrub and _____ or disinfect metal instruments between uses.
4. Disinfect and _____ rubber goods which are not disposable.
5. Use equipment carefully and safely to avoid _____ and contamination.

Check Point No. V

Select the best answer to the following questions. Write your answers on your Student Check Sheet, Check Point No. V.

1. How long should you wash your hands when performing duties as a medical assistant?

   A. 30 seconds to 2 minutes
   B. 1 to 3 minutes
   C. 4 minutes

2. Which of the following supplies are part of the handwashing procedure?

   A. Water
   B. Wastebasket
   C. Soap
   D. All of these

3. Which of these areas should the health assistant touch during the handwashing procedure?

   A. Faucet
   B. Table top
   C. Sink
   D. None of these

4. Which of these areas should be washed during the handwashing procedure?

   A. Areas between fingers
   B. Fingernails
   C. Palms
   D. All of these

5. What is the most common method of spreading disease?

6. What is the single most effective way to prevent the spread of disease?

7. Which water temperature makes the best lather and is less damaging to the skin?

   A. Cold
   B. Warm
   C. Hot

8. If a bar of soap is used in handwashing, what should the medical assistant do with it?

   A. Rinse soap and replace in soap dish.
   B. Discard soap after use.

9. When using hand controlled faucets, what should the medical assistant do?

   A. Cut off water when lathering.
   B. Leave water running during entire handwashing procedure.

10. What should medical assistant do while washing hands?

    A. Keep hands pointed downward.
    B. Use brush to clean fingernails.
    C. Do both of the above.

Check Point No. VIII

Put yes or no on your answer sheet as you evaluate the procedures followed in Objectives VI, VII and VIII.

1. Did you put both gloves on without touching the outside of the glove?
2. Did you wash your hands following the correct procedure before removing the mask?
3. Did you cover both your nose and mouth with the mask?
4. Did you remove your jewelry and place it in your pocket before putting on gloves, mask, and gown?
5. Did you touch the outside of the gown when putting it on?
6. Did you take off the gloves by turning them inside out?
7. Did you undo the mask by holding only the ties?
8. Did you put contaminated gloves, mask, and gown in a plastic bag?

HEALTH OCCUPATIONS – MEDICAL ASEPSIS

Kit No. 302

STUDENT
LEARNING ACTIVITY GUIDE

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

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HEALTH OCCUPATIONS – MEDICAL ASEPSIS

INTRODUCTION

Medical asepsis is a term used to describe procedures followed to keep germs from being spread from person to person. The spread of disease can be controlled by proper medical asepsis.

This module is divided into 6 learning activities that a medical assistant should know about medical asepsis.

A. Medical Asepsis Terms
B. Ways Organisms Spread
C. Types of Medical Asepsis
D. Aseptic Care of Equipment
E. Proper Handwashing
F. Procedures for Mask, Gloves, and Gown

GOALS

The student will match terms associated with medical asepsis to their correct definition with 90% accuracy.

After studying the ways organisms are spread, the student will know 5 ways organisms are spread.

The student will accurately match types of medical asepsis to their correct definition.

After studying aseptic care of equipment, the student will know 5 rules for aseptic care of equipment.

The student will demonstrate proper handwashing techniques.

The student will put on and remove mask, gloves, and gown without contamination.

DIRECTIONS

This module will be completed on an individual basis. Each student should read and study each step until he/she comes to a check point. At this point, obtain the check point sheet from your instructor and follow the instructions.

MATERIALS

One for each student

Disposable gloves
Disposable masks
Disposable gown
Large plastic bag

Running water
Soap dispenser
Hand scrub brushes
Paper towels
Antiseptic dispenser

PROGRAMMED TEXT

Instructional Objective I

Each student will match the terms associated with medical asepsis with their correct definitions.

Study the following terms and definitions. You will need to know these terms in order to complete the health occupations module.

Infection – Germs in the body
Sterile – Free from germs
Medical asepsis – Terms used to describe steps to keep germs from being spread from one person to another
Contaminated – Unclean; unsterile; has been exposed to germs
Sterilize or disinfect – Make free from germs; may have been cleaned with chemicals
Bacteria – Some are disease producing
Virus – Infective agents; causes diseases
Toxin – A poison
Isolation – Limited contact with people; medical assistant must take special care when helping the isolated patient
Cut – Hurt or opening in the skin
Undyrtilr – Contagious, living germs
Spreads – To scatter; to distribute
Patient – Person being taken care of by a medical worker
Germs – Source from which disease or infection spreads
Carrier – One who has germs within his/her body; may not show any signs of being sick
Friction – Rubbing with effort
Disposable – Use once and throw away
Lesions – Damage of tissue or organs due to being hurt

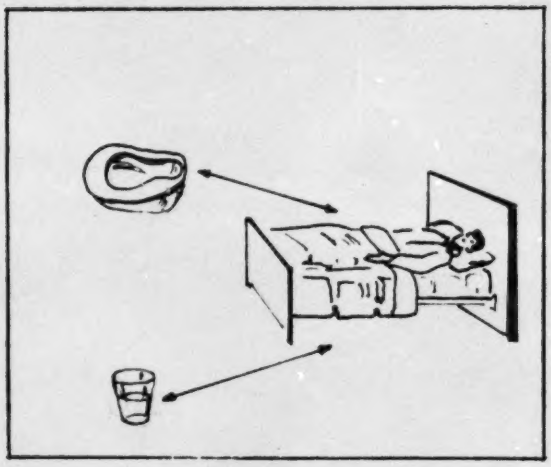
Check Point

Obtain a copy of Check Point No. I from your instructor. Without looking at your guide, match the terms with the correct definitions. Check your answers with your instructor.

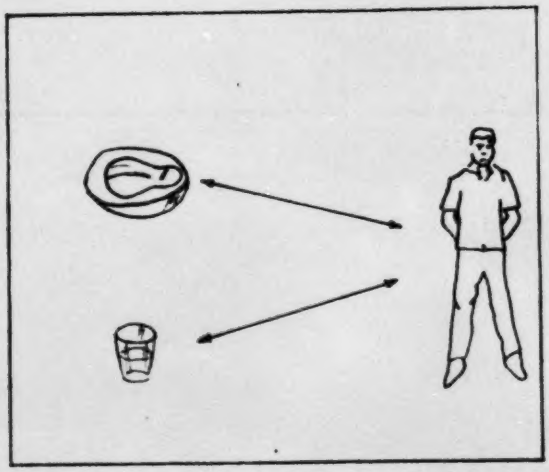
If you missed more than 2 terms, go back to Objective I, study the definitions, and repeat the check point. If you missed 2 terms or less, continue with Objective II.

Instructional Objective II

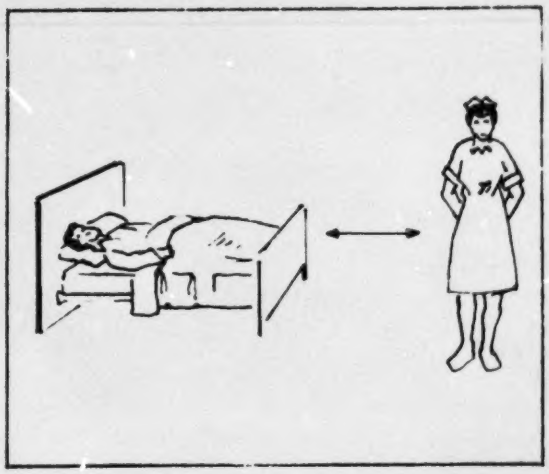
After studying the ways organisms are spread, the student will identify ways organisms are spread.



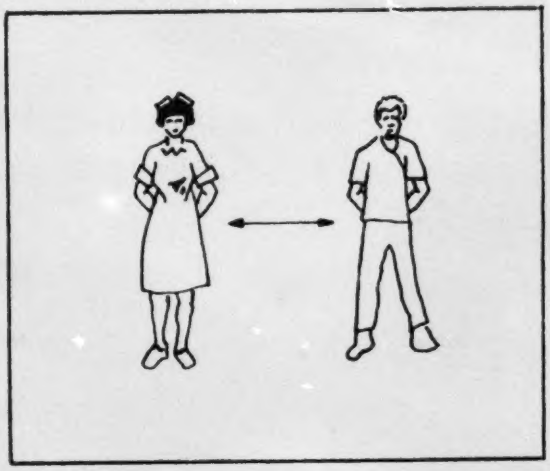
STEP 1 – Organisms or germs are spread from equipment to patient.



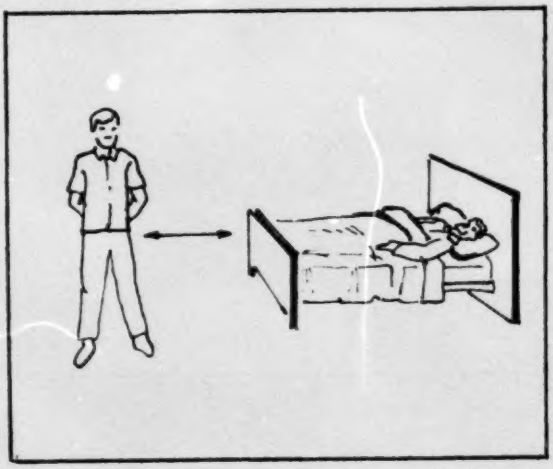
STEP 2 – Organisms or germs are spread from equipment to worker.



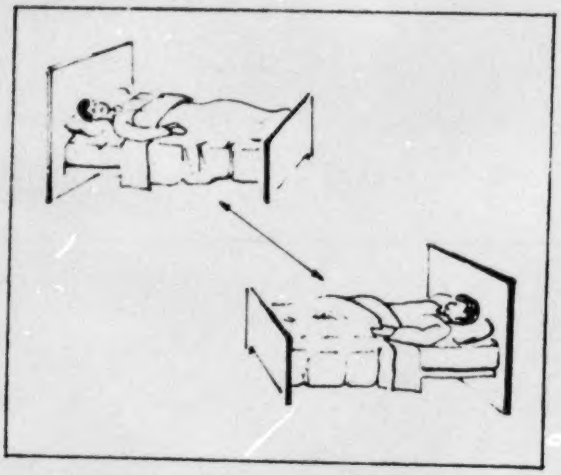
STEP 3 – Organisms or germs are spread from patient to worker.



STEP 4 – Organisms or germs are spread from worker to worker.



STEP 5 – Organisms or germs are spread from worker to patient.



STEP 6 – Organisms or germs are spread from patient to patient.

Check Point

Without looking at your guide, list 6 ways organisms or germs are spread. Write your answers on your Student Check Sheet, Check Point No. II.

If you missed more than 2 answers, go back to Objective II, study the steps and repeat the check point. If you missed one answer or less, continue with Objective III.

Instructional Objective III

Each student will accurately match the types of medical asepsis with their correct definitions.

STEP 1 – **Aseptic technique** is used in all general health care.

A. Contaminated tissues or dressings are completely destroyed by burning.
B. Expensive equipment is cleaned, sterilized with chemicals, and released. Some articles are boiled for at least 20 minutes.
C. After equipment is sterilized, it is wrapped and taped.

STEP 2 – **Isolation technique** is used when there is infection or a contagious disease.

A. Washing your hands and wearing a mask, gown, and gloves is necessary to prevent the spread of disease.
B. Special handling is required for all articles that leave the isolation room.
C. At times it may take two persons to carry out the correct procedure. One person works inside the isolation unit while the other stands right outside the door.

STEP 3 – **Reverse or protective isolation technique** – used when a patient has very low resistance to infection, large wounds or lesions, or may have suffered bad burns.

A. All objects coming in contact with the patient must be sterilized.
B. Patient's unit is cleaned thoroughly and sterilized.
C. The room is supplied with disinfected furniture and equipment.
D. The room is cleaned and disinfected daily and cultures are taken to discover germs.
E. Those caring for patient must wash hands and put on mask, gloves, gown, and caps before entering the room.

Check Point

Obtain a copy of Check Point No. III from your instructor. Without looking at your guide, match the terms with their definitions. Check your answers with your instructor.

If you missed one term, go back to Objective III, study the steps, and repeat the check point. If all your answers are correct, continue with Objective IV.

5

Instructional Objective IV

After studying the aseptic care of equipment the student will identify the following rules for aseptic care of equipment.

1. Throw away disposable articles in a safe way.
2. After using articles, clean and disinfect them thoroughly.
3. Sterilize or disinfect metal instruments between uses.
4. Disinfect and dry rubber articles which are not disposable.

Use equipment safely and be sure to avoid waste and contamination.

STEP 1 – Throw away disposable articles in a safe way.

A. Put disposable items in trash can in room.

B. Dressings should be sealed in a plastic bag and then placed in a cuffed bag held by a person outside the room.

STEP 2 – After using articles, clean and disinfect them thoroughly.

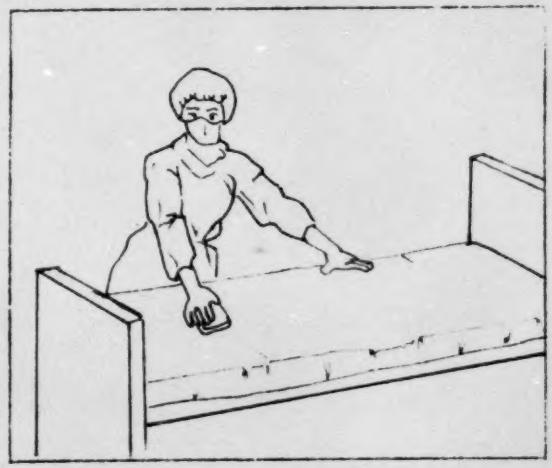
A. Some equipment may be washed and soaked in a disinfectant inside the isolation unit.

B. Equipment to be reused should be double bagged, labeled "isolation," and sent to be sterilized.

STEP 3 – Sterilize or disinfect metal instruments between uses.

A. To make equipment safe for using again, all articles must be soaked, washed, and dried.

B. All parts of the article must come in contact with disinfectant. Tubes must be filled with disinfectant. Instruments should be taken apart to be cleaned.



STEP 4 – Disinfect and dry rubber articles which are not disposable.

STEP 5 – Use equipment safely and be sure to avoid waste and contamination.

The medical assistant will follow the procedures of the place where he/she works in using equipment.

An employee must avoid waste or he may lose his job.

WASTE COSTS MONEY!

Check Point

Obtain a copy of Check Point No. IV from your instructor. Without looking at your guide, fill in the blanks with the correct word to complete each statement. Check your answers with your instructor.

If you missed more than one answer, go back to Objective IV, study the steps, and repeat the check point. If all your answers are correct, continue with Objective V.

Instructional Objective V

Each student will demonstrate proper handwashing.

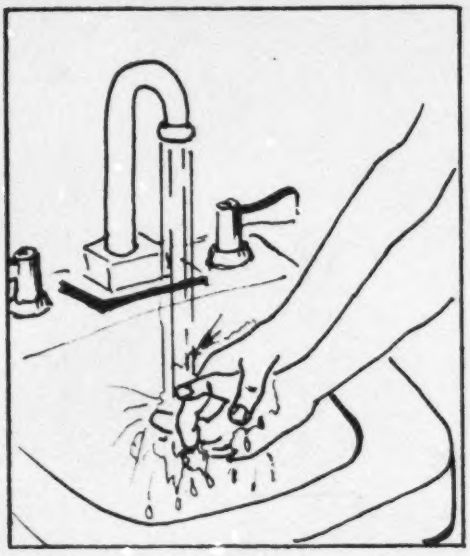
Handwashing is very important and should be done before and after using the restroom, when handling food, and feeding and caring for each patient. Warm water makes a good lather and is less damaging to the skin than hot water.

Washing hands properly is a basic skill for any health assistant. The fingers are the most common means of transfering diseases. Correct handwashing is the best method to prevent hospital infection and to keep germs from spreading between people.

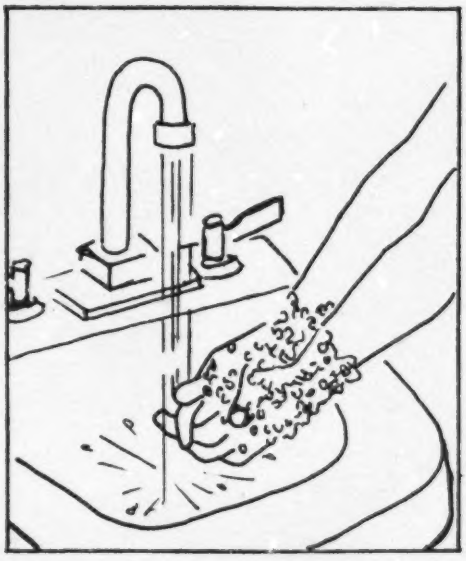
STEP 2 – When using hand controlled faucets, leave water running during washing.

STEP 1 – Turn on the water with a paper towel held between the hand and the faucet. Regulate water temperature to warm. If using foot controlled faucets, turn water on when needed.

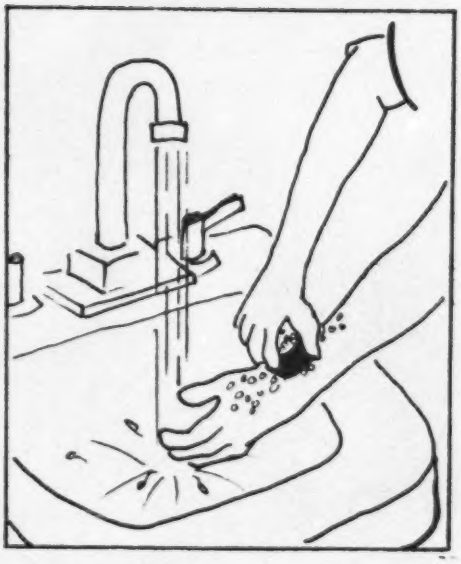
STEP 3 – Do not touch sink or allow the uniform to touch the sink or surrounding areas as they are contaminated.



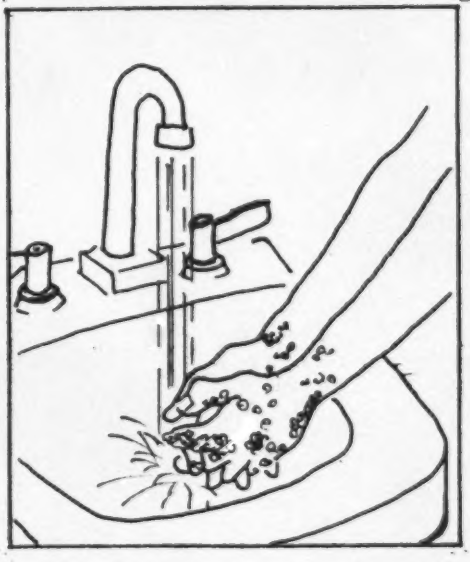
STEP 4 – Wet hands with finger tips pointed downward. Do not let water run up forearms. Keep hands pointed down at all times so water will run off finger tips.



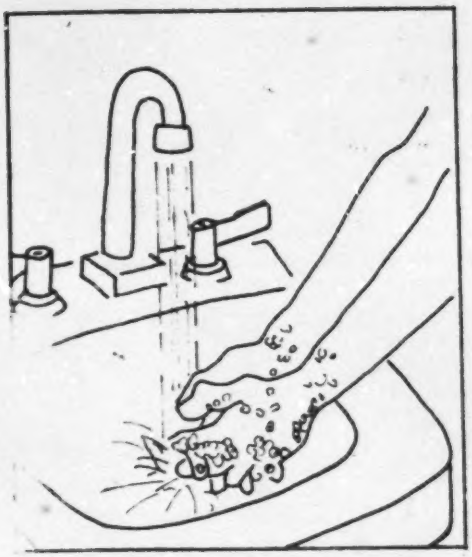
STEP 6 – Add water as necessary to keep lather moist.



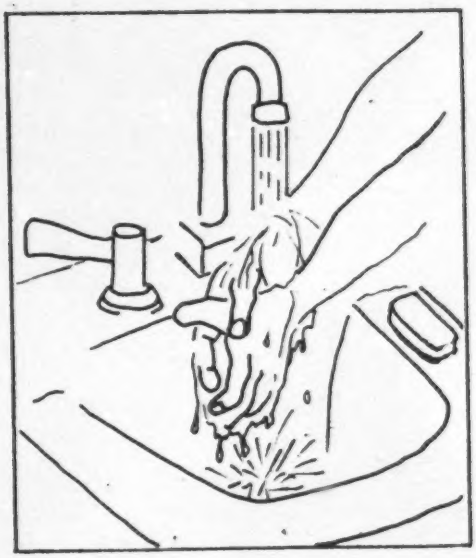
STEP 5 – Apply soap to entire area of hands and wrist. If soap is not liquid, rinse soap and replace in soap dish.



STEP 7 – Rub the hands together in a circular motion and interlace fingers.

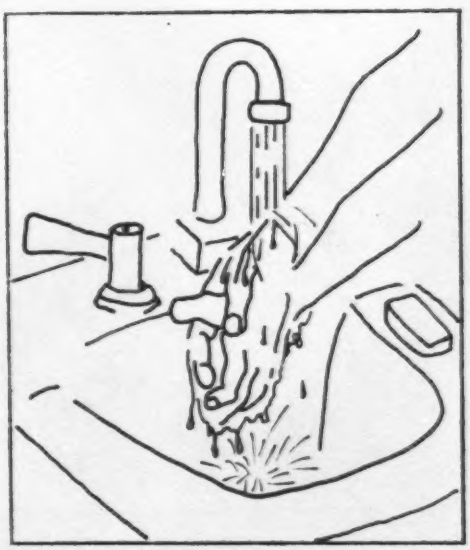


TEP 8 – Continue washing hands and use friction (rub with effort) for 30 seconds to 2 minutes.



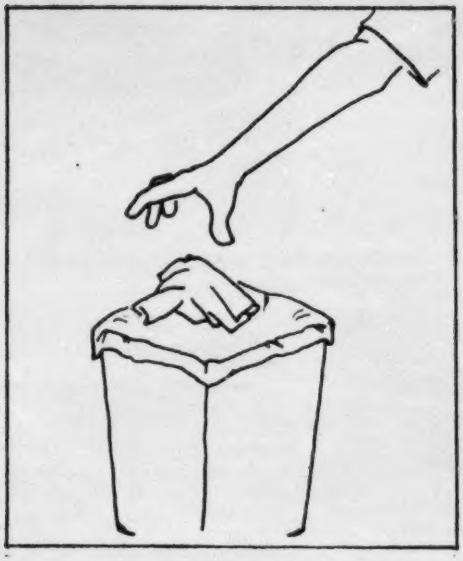
STEP 10 – Rinse hands thoroughly with water flowing from wrists to fingers.

STEP 9 – Use hand brush and scrub your fingernails.



STEP 11 – Soap hands again and rinse well.

STEP 12 – Dry the hands well using a paper towel.



STEP 14 – Put paper towel in trash can.

STEP 13 – Turn off faucet with paper towel.

Check Point

Obtain a copy of Check Point No. V from your instructor. Chose the best answer for each question and write it on your Student Check Sheet, Check Point No. V. Check your answers with your instructor.

If you missed more than one answer, go back to Objective V, study the steps, and repeat the check point. If you missed one answer or less, continue with Objective VI.

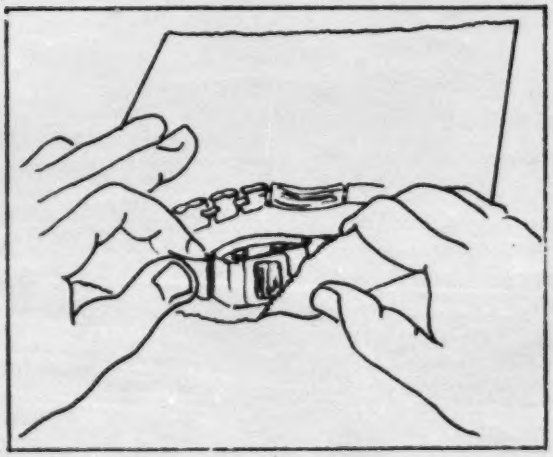
Instructional Objective VI

Each student will put on gloves without breaking sterile technique. The cuff of the gloves must cover the gown cuffs.

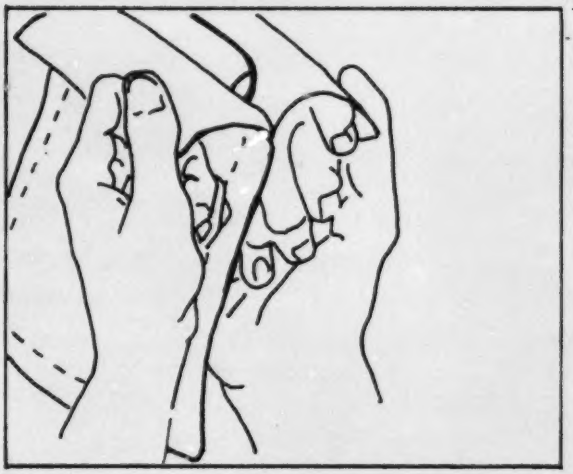
You must put on gloves without touching the outside of the gloves. If anything touches the outside, the gloves will no longer be sterile and must be thrown away.

READ ALL STEPS BEFORE BEGINNING ACTIVITY

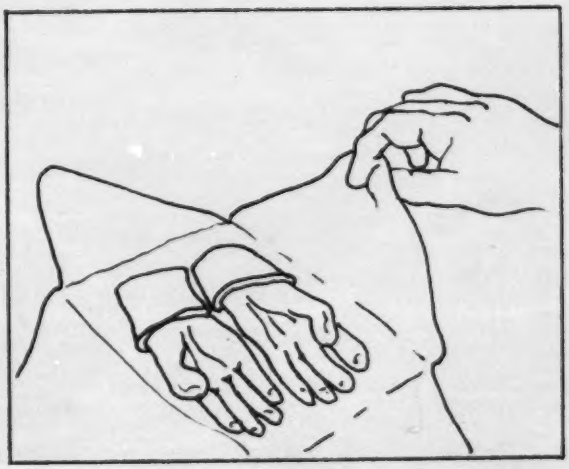
STEP 1 – Remove rings and place in uniform pocket.



STEP 2 – Remove watch, wrap in clean paper towel and place in uniform pocket.

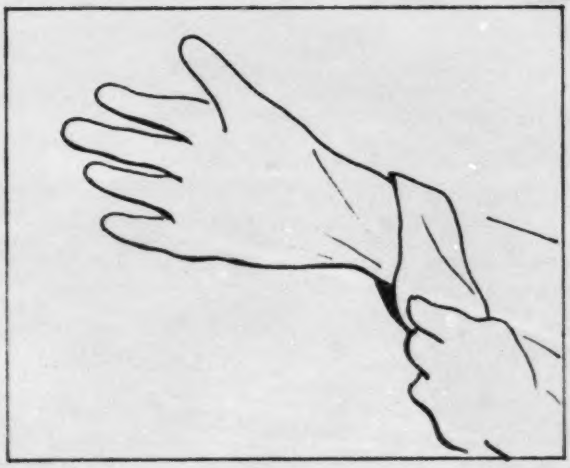


STEP 3 – Pick up the glove package so that it is standing up. Grasp the tabs at the top of the package and slowly pull them apart. The envelope that contains the gloves is inside.



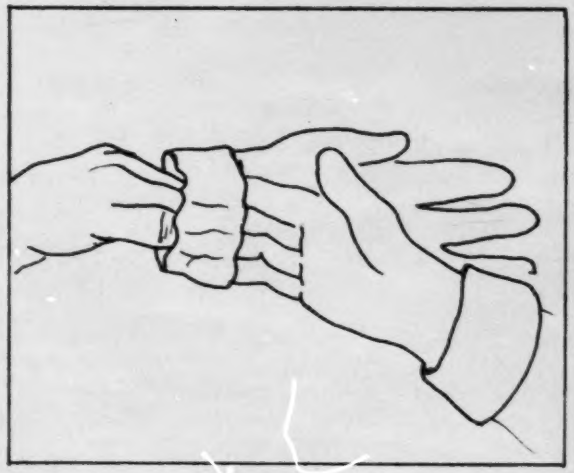
STEP 4 – Open the envelope without touching the inside of the envelope or the gloves.

STEP 5 – Notice that the gloves are cuffed. Pick up a glove without touching its outside surface. Grasp the cuff of one glove with your thumb and forefinger and remove it from the package. Don't let the glove touch or brush against anything.

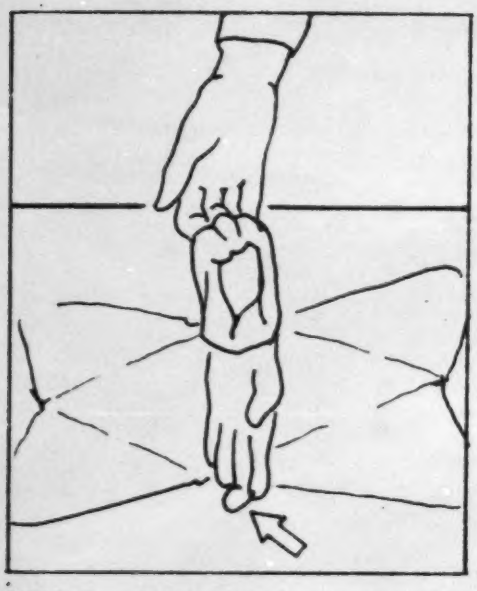


STEP 6 – Hold up the glove by the cuff and put your other hand into it. Carefully pull it on by the cuff only.

STEP 7 – Now put the glove on the other hand. Place your gloved hand *under* the cuff of the second glove and remove that glove from the package. It is all right for your gloved hand to touch the outside of the other glove because the outer surfaces of both gloves are sterile.



STEP 8 – Keep your gloved hand under the cuff of the other glove and pull it on. Be sure not to touch your bare skin with the sterile glove since your skin is not sterile. Once you have both gloves on you may adjust them. Both gloves are sterile and can touch each other.



STEP 9 – Putting on a pair of sterile gloves properly is not simple. It does get easier with practice, but you must always be careful. Anytime the glove touches any object (table top), it would have to be thrown away.

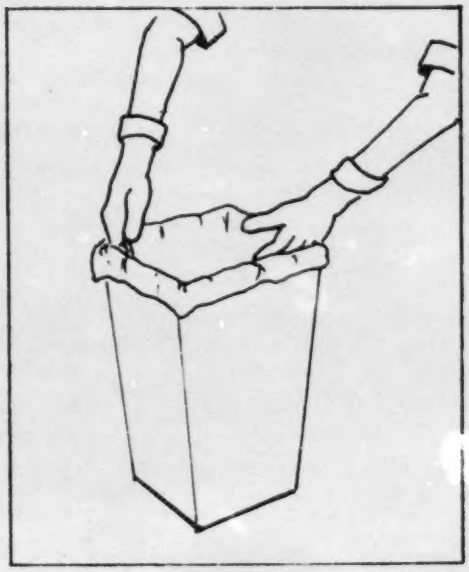
Check Point

Have your instructor check your procedure for putting on gloves without breaking sterile technique and initial your Student Check Sheet, Check Point No. VI.

Instructional Objective VII

REMEMBER ISOLATION???

Now that you have on your gloves, let's continue with the procedure to prepare the medical assistant to go in the isolation room and take care of the patient. Use your "Isolation" sign during this activity.

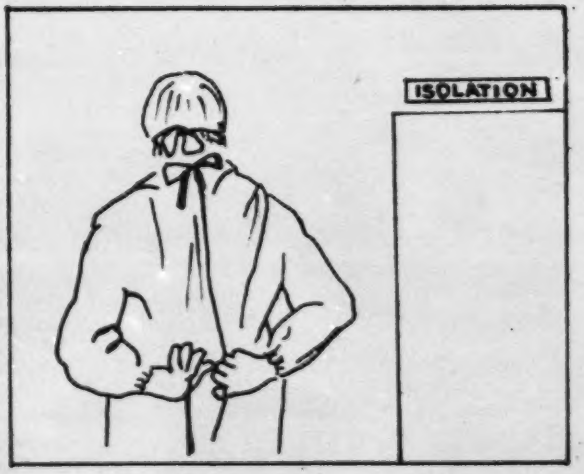


STEP 1 – Start preparing the inside of the room. Make sure you line the trash can with a large plastic bag.

STEP 2 – Put mask on, making sure you cover both the nose and mouth. Tie the mask securely at the back of the neck.

STEP 3 – Put gown on outside the isolation unit. Don't touch the outside of the gown. Slip arms into sleeves.

STEP 4 – Slip fingers under inside of neckband and find ties in the back. Tie these in a bowknot. Only the inside of the gown and the neck and mask ties are considered clean.



STEP 5 – Reach behind and fold the edges of the gown over so that your uniform is completely covered. Secure (tie) waist ties in a bowknot.

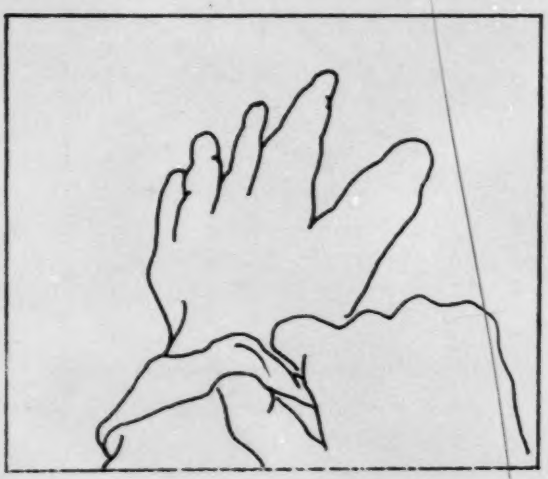
As a medical assistant you are now ready to wait on the patient in isolation.

Check Point

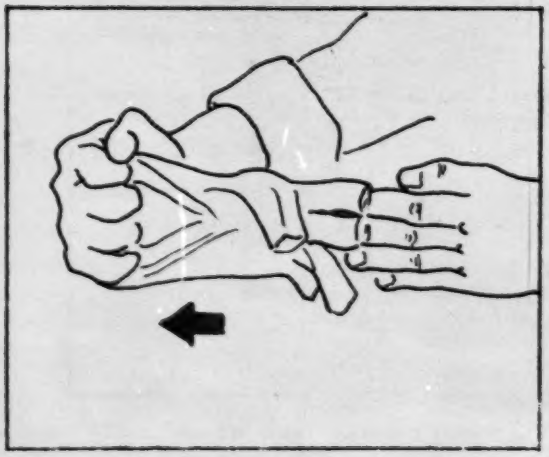
Have your instructor check your procedure for preparing to go in the isolation room and take care of the patient. Obtain his initials on your Student Check Sheet, Check Point No. VII.

Instructional Objective VIII

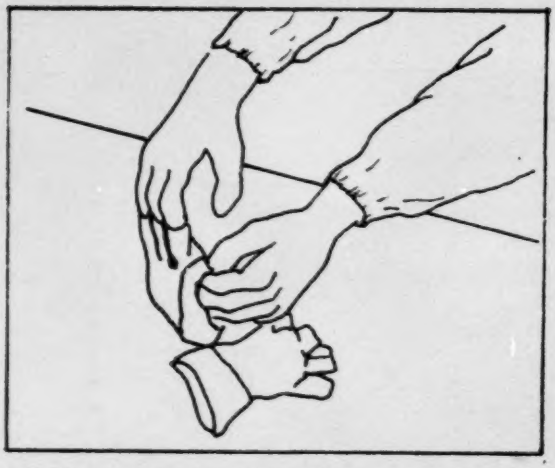
It is just as important that each student know how to remove gloves, mask, and gown properly.



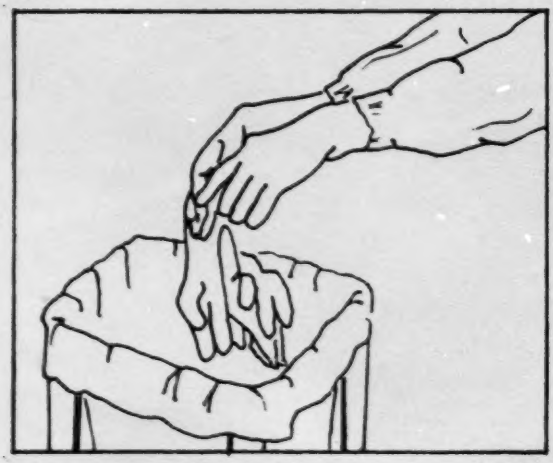
STEP 1 – Grab the cuff of one of the gloves.



STEP 2 – Pull down on the cuff, turning the glove inside out. Remove it from your hand.

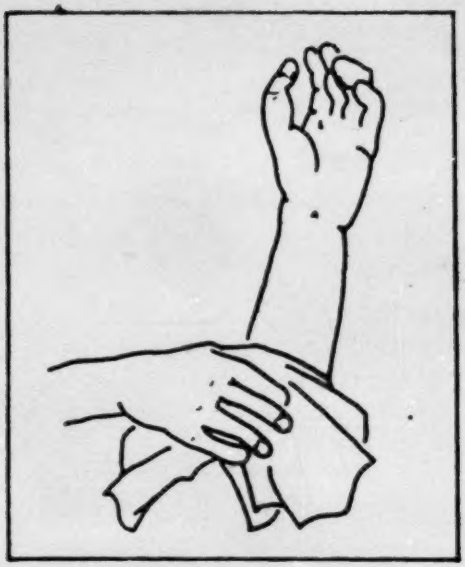


STEP 3 – Remove the other glove following Steps 1 and 2.



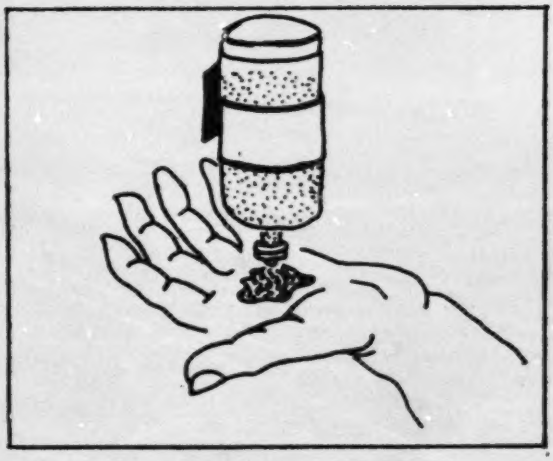
STEP 4 – Put the rubber gloves in the large plastic bag to be thrown away or burned.

STEP 5 – Turn faucets on with a clean paper towel and then discard it in trash can.



STEP 6 – Wash hands following steps learned in Objective V. Dry hands with paper towels.

STEP 8 – Undo mask holding only the ties. Place mask in plastic bag.



STEP 7 – Get a paper towel and operate dispenser. Wet hands with antiseptic and rub together. Dry your hands with paper towels.

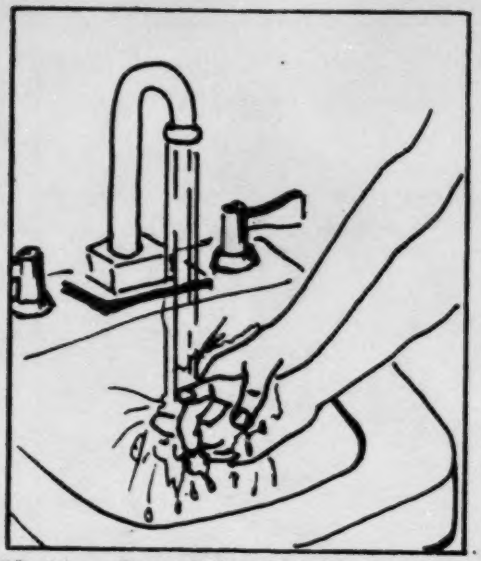
STEP 9 – Undo neck ties and loosen gown at shoulders.

STEP 10 – Undo waist ties.

STEP 12 – Pull the gown down over the right hand with the gown-covered left hand.

STEP 11 – Slip the right hand fingers inside the left cuff without touching the outside of the gown. Pull gown down over the left hand.

STEP 13 – Fold gown with contaminated side inward. Roll and deposit in a plastic bag.



STEP 14 – Rewash hands using same steps you learned in Objective V.

STEP 16 – Open door with clean paper towel. Prop the door open with your foot and put the towel in trash can.

STEP 15 – Retrieve watch from uniform pocket. Remove towel; touch only clean side and place in trash can.

Check Point

Have your instructor check your procedure for removing contaminated gloves, mask, and gown and initial your Student Check Sheet, Check Point No. VIII.

Obtain a copy of Check Point No. VIII from your instructor. Answer yes or no for each question. Check your answers with your instructor.

355.374-010 AMBULANCE ATTENDANT (medical ser.)

Accompanies and assists AMBULANCE DRIVER (medical ser.) on calls: Assists in lifting patient onto wheeled cart or stretcher and into and out of ambulance. Renders first aid, such as bandaging, splinting, and administering oxygen. May be required to have Red Cross first-aid training certificate.

355.674-014 NURSE AIDE (medical ser.) hospital attendant; nursing assistant.

Assists in care of hospital patients, under direction of nursing and medical staff: Answers signal lights and bells to determine patients' needs. Bathes, dresses, and undresses patients. Serves and collects food trays and feeds patients requiring help. Transports patients to treatment units, using wheelchair or wheeled carriage, or assists them to walk. Drapes patients for examinations and treatments, and remains with patients, performing such duties as holding instruments and adjusting lights. Dusts and cleans patients' rooms. Changes bed linens, runs errands, directs visitors, and answers telephone. Takes and records temperature, pulse and respiration rates, and food and liquid intake and output, as directed. May apply compresses and hot water bottles. May clean, sterilize, store, prepare, and issue dressing packs, treatment trays, and other supplies and be designated as NURSE AIDE, CENTRAL SUPPLY (medical ser.). May prepare patients for delivery and clean delivery rooms, and be designated as NURSE AIDE, DELIVERY (medical ser.). May bathe, weigh, dress, and feed newborn babies and be designated as NURSE AIDE, NURSERY (medical ser.). May clean, sterilize, and assemble into packs, supplies and instruments used in surgery, and maintain cleanliness and order of operating rooms and be designated as NURSE AIDE, SURGERY (medical ser.).

412.674-010 ANIMAL KEEPER (amuse. & rec.) animal caretaker; menagerie caretaker; zoo caretaker.

Feeds, waters, and cleans quarters of animals and birds in zoo, circus, or menagerie: Observes animals to detect illnesses and injuries. Treats minor injuries or ailments, and reports serious illnesses and injuries to ANIMAL KEEPER, HEAD (amuse. & rec.). Transfers animals or birds from one cage or pen to another. May prepare food. May bathe and groom animals. May answer questions of visitors concerning animals or birds. May be designated according to animal cared for as BEAR KEEPER (amuse. & rec.); BIRD KEEPER (amuse. & rec.); CAT KEEPER (amuse. & rec.); DEER KEEPER (amuse. & rec.); ELEPHANT KEEPER (amuse. & rec.); MAMMAL KEEPER (amuse. & rec.); MONKEY KEEPER (amuse. & rec.); REPTILE KEEPER (amuse. & rec.).

079.367-010 MEDICAL ASSISTANT (medical ser.)

Performs following duties under direction of PHYSICIAN (medical ser.) in examination and treatment of patients: Prepares treatment rooms for examination of patient. Drapes patients with covering and positions instruments and equipment. Hands instruments and materials to doctor as directed. Sterilizes and cleans instruments. Prepares inventory of supplies to determine items to be replenished. Interviews patients and checks pulse, temperature, blood pressure, weight, and height. May operate equipment, give injections or treatments, and assist in laboratory. May schedule appointments, receive money for bills, keep X-ray and other medical records, perform secretarial tasks, complete insurance forms, and maintain financial records.

079.374-014 NURSE, LICENSED PRACTICAL (medical ser.)

Cares for ill, injured, convalescent, and handicapped persons in hospitals, clinics, private homes, sanitariums, and similar institutions: Takes and records temperature, blood pressure, and pulse and respiration rate. Dresses wounds, gives enemas, douches, alcohol rubs, and massages. Applies compresses, ice bags, and hot water bottles.

Observes patients and reports adverse reactions to medical personnel in charge. Administers specified medication, and notes time and amount on patients' charts. Assembles and uses such equipment as catheters, tracheotomy tubes, and oxygen suppliers. Performs routine laboratory work, such as urinalysis. Sterilizes equipment and supplies, using germicides, sterilizer, or autoclave. Prepares food trays and feeds patients. Records food and fluid intake and output. Bathes, dresses, and assists patients in walking and turning. Cleans rooms, makes beds, and answers patients' calls. Washes and dresses bodies of deceased persons. Must pass state board examination and be licensed. May assist in delivery, care and feeding of infants.

NURSE PROFESSIONAL (medical ser.) nurse; nurse, certified; nurse, licensed; nurse, registered.

A term applied to persons meeting the educational, legal, and training requirements to practice as professional nurses, as required by a State board of nursing. Performs acts requiring substantial specialized judgment and skill in observation, care, and counsel of ill, injured, or infirm persons and in promotion of health and prevention of illness. Classifications are made according to type of nursing activity engaged in as DIRECTOR, NURSING SERVICE (medical ser.); NURSE, GENERAL DUTY (medical ser.); NURSE, PRIVATE DUTY (medical ser.).

354.374-010 NURSE, PRACTICAL (medical ser.)

Cares for patients and children in private homes, hospitals, sanatoriums, industrial plants, and similar institutions: Bathes and dresses bed patients, combs hair, and otherwise attends to their comfort and personal appearance. Cleans room, and changes bed linen. Takes and records temperature, pulse, and respiration rate. Gives medication as directed by PHYSICIAN (medical ser.) or NURSE, GENERAL DUTY (medical ser.), and makes notation of amount and time given. Gives enemas, douches, massages, and alcohol rubs. Applies hot and cold compresses and hot water bottles. Sterilizes equipment and supplies, using germicides, sterilizer, or autoclave. Prepares food trays, feeds patients, and records food and liquid intake and output. Cooks, washes, cleans, and does other housekeeping duties in private home. May give injections. May care for infants and small children in private home. For practical nurses meeting State licensing requirements see NURSE, LICENSED PRACTICAL (medical ser.).